

Northville Public Schools

2017-18 Annual Education Report

May 17, 2018

Dear School Families and Community Members:



Following the recent release of data from the Michigan Department of Education (MDE), we are pleased to present you with the [Annual Education Report \(AER\)](#) which provides key information on the 2016-17 educational progress for Northville Public Schools as a district, and at each of our schools. The AER addresses the complex reporting information required by federal and some requirements of state law.

You are invited to review the entire report on the MI School Data website, by clicking [here](#). Copies of the district and individual school reports are also available at the Board of Education Offices in the Office of Instruction (501 West Main Street, three blocks west of Center Street in downtown Northville) and at each of the individual school offices. For more information, or if you have questions about the report, our staff is available to help you. Please contact the Office of Instruction at 248-344-3520.

These reports contain the following information:

Student Assessment Data

- Includes data from the following three assessments: Michigan Student Test of Educational Progress (M-STEP); Michigan's Alternative Assessment Program (MI-Access) for student's with disabilities, and the College Board SAT.
- This data includes assessment information for English language arts (ELA) and mathematics for grades 3-8, and grade 11, along with science data for grades 4, 7, and 11, compared to state averages for all students, as well as subgroups of students.
- The report helps users understand achievement performance within grades and schools, and to make comparisons to district, state and national achievement benchmarks.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

Seventy-seven percent of Northville teachers hold a master's degree or higher; and 100 percent of core academic classes are taught by highly qualified teachers.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8. *Results are reported only at the state level, rather than by individual districts.*

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

Each of our K-12 Northville schools achieved an accountability index value above 90 on the 100 point scale. Our Cooke Center Special Education Program received an accountability index value of 55.75. None of our schools have been identified for targeted or comprehensive support, and therefore do not have a “status label.” The following table lists each of our schools, along with the MDE Accountability Index Value and a brief statement of key initiative(s) focused on achievement. For more specific information, please refer to the District Improvement Plan and/or each building’s School Improvement Plan, which are available by September 1st of each year on the district website at [Annual Reports](#).

School Name	MDE Index Rating (0-100)	Status Label	Key Initiative to Accelerate Achievement
Amerman Elementary	99.34	No Label	Amerman is focused on continual improvement in all content areas. Our data continues to show improvement as we individualize instruction to meet the diverse learning needs of our students. As our school improvement plan is a multi-year one that goes through 2020, our school improvement efforts this coming year will continue to focus on reading, writing, math, and science and includes continued implementation of <i>The Leader in Me</i> framework. In order to meet the needs of all students Amerman Elementary School has a Multi-Tiered Systems of Support (MTSS) to provide intervention and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Amerman to identify and capture areas of potential need and growth. Along with goal setting and use of formative assessments, we continue to use visible thinking strategies to increase student engagement and achievement.
Moraine Elementary	99.4	No Label	Continual improvement in all areas remains a consistent focus of Moraine’s school improvement plan. Our data shows improvement as we strive to meet the diverse learning needs of our students. While Moraine students’ average performance on NWEA exceeds the national average in the Fall and the Spring at all grades in every subject, disaggregation of the data reveals students who fall below the mean and require intervention and support. Additionally, the large number of students performing well above the national mean at each grade level need more challenge and enrichment in the classroom in order to continue to grow. Our school improvement work is focused on teachers using student assessment data to provide differentiated learning opportunities to support all students, whether they require additional support or challenge. Moraine continues to teach character, organization, goal setting, and school agency skills through implementation of <i>The Leader in Me</i> framework and Positive Behavior Intervention Supports.
Ridge Wood Elementary	99.47	No Label	Our School Improvement work is focused on providing instruction that matches our students’ needs, based on multiple data points. Through our Multi-Tiered Systems of Support, we identify the needs of struggling students and offer interventions accordingly. Similarly, we use data to inform our decisions about the needs of students who are performing above the national norm. We use our Intervention Time, or “I Time”, to meet the needs of every learner. Ridge Wood Elementary School continues to be a <i>The Leader in Me Lighthouse School</i> where we focus on developing lifelong leadership skills in 100% of our students.

Silver Springs Elementary	97.15	No Label	School Improvement work is focused on best practice instruction, professional learning communities, and intervention and enrichment. Key challenges being addressed at Silver Springs through our school improvement process includes closing gaps between all students and economically disadvantaged students, as well as closing the gap between all students and the bottom 30% of students. Our highly-qualified staff continues to use a Multi-Tiered Systems of Support (MTSS) to provide targeted interventions to the most at-risk students based on eligibility criteria. In addition, staff are committed to helping all students whether they require support or challenge through differentiation in the classroom. Student data is analyzed continuously in order to make instructional decisions at the Tier I, Tier II, and Tier III levels. Intentional goal setting is applied as a lead measure in all classes at Silver Springs. Students are able to take ownership of their learning by setting goals, creating an action plan for meeting their goals and reflecting on their achievements.
Thornton Creek Elementary	99.45	No Label	Thornton Creek Elementary School is focused on continual improvement in all content areas. We strive to create a collaborative culture through professional learning communities engaging in collaborative data analysis at the classroom, grade, and school level. Our professional staff studies best practices in teaching and learning and aligns these practices with the District School Improvement Plan, 5 Dimensions (5D+) of Teaching and Learning Instructional Framework, and <i>The Leader in Me</i> to meet student needs. Our school improvement plan is focused on increasing proficiency in reading, writing, mathematics and science. The strategies identified to increase proficiency include: formative assessment, differentiated instruction, direct instruction, student goal setting and data tracking.
Winchester Elementary	99.48	No Label	Winchester is committed to implementing researched-based instructional strategies aligned with district goals and the 5 Dimensions (5D+) of Teaching and Learning Instructional Framework. Our schoolwide improvement plan is focused on increasing proficiency in reading, writing, mathematics, and science. The best practice instructional strategies we focus on include Reader's, Writer's, and Math Workshop, learning targets, formative assessment, feedback, and student goal setting and tracking. All students use leadership notebooks to set and track academic goals. Common Intervention and enrichment sessions provide targeted instruction to students that meet grade level specific criteria, through a Multi-Tiered Systems of Support. Professional Learning Communities (PLCs) meet weekly to review and analyze student data to make informed decisions regarding instruction and support.
Hillside Middle School	91.14	No Label	Hillside Middle School is committed to creating a supportive, welcoming environment by building and sustaining positive relationships among students, teachers, and the parent community. We are committed to realizing district and building improvement goals through a relentless focus on teaching and learning, specifically by aligning instructional and assessment practices to the 5 Dimensions (5D+) of Teaching and Learning Instructional Framework and the MYP curriculum framework. We continue to learn, lead, and take risks together as we develop common units, common assessments, and a shared understanding of authentic student learning.
Meads Mill Middle School	92.55	No Label	Meads Mill is continuing work on all IB/MYP units with a focus on developing common assessments, to ensure that all students have access to guaranteed and viable curriculum. Teachers identify essential student learning, develop common formative assessments, analyze current levels of student achievement, set achievement goals and collaborate to share and create lessons, using high-impact and research-based instructional practices (through 5D Framework) that improve on student achievement.

Northville High School	97.99	No Label	Northville High School is focused on instruction using the <i>5 Dimensions of Teaching and Learning Instructional Framework</i> and concentration on curriculum/assessment alignment with the state standards through the lens of the <i>International Baccalaureate</i> to help improve math, English, science, and social studies literacy. This concentration will allow us to better prepare our students for college and career readiness. Specific instructional strategy focus by teachers at NHS include: lesson purpose/learning targets, formative assessment/feedback, student talk, instructional technology, and student goal setting. This work will be done in Professional/Department Learning Communities and teacher teams. School improvement is also focused on providing our students a safe learning environment by building positive relationships, recognizing the need to support students' social/emotional well-being, and improving building security.
Cooke School	55.75	No Label	Cooke is focused on instruction using the 5 Dimensions of Teaching and Learning Instructional Framework and concentration on curriculum/assessment alignment with the state standards. Our team use of the Four Blocks Literacy Model, with implementation and alignment of Essential Elements resources, adds reliable data points to inform our instruction to increase student independence and measure student growth. The Cooke Common Assessment Tool measures for engagement, decreasing of prompts, student response, and combined skills, as well as correct answer in the areas of ELA and math. Additionally, this year we sought to measure behavior across all departments within this schoolwide data collection.

Northville Public Schools remains committed to raising achievement for all students, and continues to dedicate resources toward Multi-Tiered Systems of Support (also referred to as tiers of intervention) to support all learners. Additionally, each of our schools has established goals and identified strategies for improvement in their School Improvement Plans, based on school and subgroup achievement data. The same process takes place at the district level to set goals and identify strategies in the District Improvement Plan.

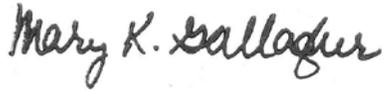
Northville Public Schools also has achieved district accreditation from the AdvancED / North Central Association Commission on Accreditation and School Improvement (NCA CASI). Each of our six elementary schools have adopted *The Leader in Me* framework, and our secondary schools are fully authorized as International Baccalaureate World Schools. Our Early Childhood Program is accredited through the rigorous National Association for the Education of Young Children. The special education center at Cooke School is forging pathways to promote individual growth, as well as to provide systematic, aligned curriculum, which assures that all student are making progress toward their academic, social, and functional goals. Each of these processes support Northville's ongoing, overarching goal for student learning and provides a nationally-recognized mark of quality for our district and all the schools within our district. Our students and families are the ultimate beneficiaries of this rigorous process. When an entire school community is aligned and focused on a shared vision for learning, students thrive.

We continue to focus our school improvement efforts to increase the achievement of *all* students and to improve career and college readiness without losing sight of the value of our comprehensive programming and balanced curriculum. We use all of this student data information, together with other measures of student performance, to improve our curriculum and instructional practices, and to enhance student intervention and support programs to further enable success for *all* students – across the spectrum of learners and in an increasingly global context. We are committed to an ongoing process of identifying learner profiles that lead to globally-ready graduates; reimaging curriculum and instruction that is relevant, responsive and aligned; and to developing strong school cultures that inspire intellectual curiosity and a love

of learning. We invite you to join in this work as we continue to advance our *Tradition of Excellence* and open a *World of Possibilities* for our students.

We are encouraged by the success of our students and staff as reflected in these measures along with those that go beyond standardized assessments, and remain mindful that a strong partnership of our teachers working together with students and families will allow our students to experience even greater success and opportunity.

Sincerely,

A handwritten signature in black ink that reads "Mary K. Gallagher". The signature is written in a cursive, flowing style.

Mary K. Gallagher
Superintendent